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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR** 2.010-2.011  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:**Kinder | | **Unit:** (III) How The World Works  (Visual I) | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories. | | | | | | **Skills:** viewing and presenting | | | | | |
| **Materials:** Opaque projector-story book | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Jan 31 to Feb the 4th | | | **Time:** 45 minutes | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Invite children to observe carefully the images on the opaque | | | | | | | | | | | |
| **Main Activity:** Project the book in black and white and ask the children questions such as: Can you identify the characters, the setting and the different elements of the story. What do you feel when you see these images? what is missing? what can we do to improve these images. For example:Now project the story with colors and ask questions that help contrast Did the colors change the image? Did the colors help? | | | | | | | | | | | |
| **Tier 1:** . | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** In a whole group session, teachers will ask some key questions such as: Did they all have the same difficulties? Did they all adapt to their suroundings? What did they do then?, etc. | | | | | | | | | | | |